



STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way • PO Box 43430 • Olympia, Washington 98504-3430 • (360) 753-7800 • TDD (360) 753-7809

October 31, 2002

TO: Educational Service District Superintendents
K-12 Superintendents
Deans and Directors of Education
Presidents of Community and Technical Colleges, Colleges, and Universities
Eisenhower Professional Development Program Directors
Nonprofit Organizations
Other Interested Parties

FROM: Elaine Jones, Associate Director

SUBJECT: REQUEST FOR PROPOSALS 2002-2004: Washington State Higher
Education Professional Development Partnership Grant Competition

I am pleased to invite you to apply for federal funds that have been allocated to the Higher Education Coordinating Board (HECB) under the higher education portion of the No Child Left Behind Act of 2001, Title II: Improving Teacher Quality State Grants. These funds will be awarded on a competitive basis to K-16 partnerships that aim to improve teacher quality; increase the number of highly qualified teachers, paraprofessionals, and principals; and increase the academic achievement of **all** students.

The higher education partnership grants will support high quality, innovative professional development that is closely aligned with local, state, and national educational reform efforts and based on scientific research. The HECB, in consultation with the Washington Office of the Superintendent of Public Instruction and a statewide program advisory committee, has identified the following priorities for the 2002-2004 higher education partnership grant program.

High quality professional development addressing one or more of the following goals:

- Increasing the teaching skills of teachers (and highly qualified paraprofessionals and principals when appropriate) in the core subject areas of mathematics and/or reading.
- Increasing the instructional leadership skills of principals (and teachers and highly qualified paraprofessionals when appropriate) to help them work more effectively with teachers and highly qualified paraprofessionals to help students master the core subject areas of mathematics and/or reading.

The application packet for the 2002-2004 Washington State Higher Education Professional Development Partnership Grant Competition is available on the HECB agency Web site at: <http://www.hecb.wa.gov/docs/titleIIrfp.pdf>. A technical assistance workshop has been scheduled for Wednesday, November 20, 2002. If you plan to attend, please complete the attached registration form and return it to the HECB no later than November 12, 2002. Proposals are due on **February 12, 2003**.

Thank you for your interest in providing quality professional development opportunities for K-12 educators in Washington. Please contact me at 360.753.7823 or elainej@hecb.wa.gov if you have questions or comments regarding this program. I am excited to have the opportunity to work with you as we continue to seek ways to improve education for K-12 students.

EJ:cs
Attachment

Washington Higher Education Coordinating Board
No Child Left Behind
Title II, Part A, Subpart 3
2002 - 2004 Washington State Higher Education
Professional Development Partnership Grant Program

Technical Assistance Workshop Registration Form
(Registration Deadline: November 12, 2002)

The workshop will be held from 9:00 a.m. to 12:00 p.m. on Wednesday, November 20, 2002, in the Video Conference Center at Puget Sound Educational Service District, 400 S.W. 152nd, Burien, Washington. Interested parties may also participate via the K-20 Network at their local Educational Service District.

I plan to participate in the workshop at:

- ☐ **Puget Sound Educational Service District**
☐ **Local Educational Service District**

Name: _____

Title: _____

Address: _____

City State Zip

Telephone: () _____ Fax: () _____

E-mail Address: _____

Please return this form by mail, e-mail, or fax to:

Elaine Jones, Associate Director
Higher Education Coordinating Board
917 Lakeridge Way / PO Box 43430
Olympia, WA 98504-3430

(360) 753-7823 (tel.)
(360) 753-7808 (fax)
elainej@hecb.wa.gov

**NO CHILD LEFT BEHIND ACT OF 2001
TITLE II, PART A, SUBPART 3
STATE AGENCY FOR HIGHER EDUCATION (SAHE) PARTNERSHIPS
PUBLIC LAW 107-110**

REQUEST FOR PROPOSALS

**2002 - 2004 Washington State Higher Education
Professional Development Partnership Grant Competition**

October 31, 2002

Washington Higher Education Coordinating Board
P.O. Box 43430
Olympia, Washington 98504-3430

2002-2004 Request for Proposals
No Child Left Behind Act of 2001
Title II, Part A, Subpart 3
Washington State Higher Education Professional Development
Partnership Grant Competition

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OVERVIEW

The No Child Left Behind Act of 2001 (NCLB) became law on January 8, 2002. The Act substantially revises the Elementary and Secondary Act of 1965 (ESEA) to help provide all of America's school children with opportunities and resources to achieve academic success. NCLB is based on principles of increased flexibility and local control, stronger accountability for results, expanded options for parents, and an emphasis on effective teaching methods based on proven, scientifically based professional development strategies that have been shown to increase student academic achievement. For your information, the full text of the law can be found at <http://www.nochildleftbehind.gov>.

NCLB authorizes the funding of higher education partnerships in each state through the Title II, Part A, Subpart 3 competitive partnership grant program. Its purpose is to support professional development through K-16 partnerships that aim to improve teacher quality, increase the number of highly qualified teachers, paraprofessionals, and principals, and increase the academic achievement of **all** students. The program requires using practices grounded in scientifically based research so students benefit from teaching practices and methods based on what is known to work.

The Higher Education Coordinating Board (HECB), in collaboration with the Office of the Superintendent of Public Instruction (OSPI), is responsible for the administration and supervision of the Title II, Part A, Subpart 3 competitive partnership grant program. The state's annual allocation for this program is about \$1 million.

This Request For Proposals (RFP) solicits proposals to be funded by the Washington Higher Education Coordinating Board's Title II, Part A, Subpart 3 higher education professional development partnership grant competition.

PRIORITIES FOR GRANT AWARDS

NCLB specifies that the higher education partnership grants may be used for professional development for teachers, highly qualified paraprofessionals, and principals in core academic subjects; assistance to local education agencies in providing specific kinds of professional development for teachers, highly qualified paraprofessionals, or principals that will improve teaching and learning; and leadership skills for principals. Within this framework, each state is charged with developing its NCLB higher education partnership grant program.

Based on recommendations from OSPI, the program's advisory committee, a review of reports and data currently available on the condition of teaching and learning in Washington schools, and the statewide collaborative efforts for systemic education reform, the HECB has identified the following priority areas and selection criteria for the 2002-2004 NCLB higher education partnership grant program.

High quality professional development addressing one or more of the following goals:

- Increasing the content knowledge of teachers (and highly qualified paraprofessionals and principals when appropriate) in the core subject areas of mathematics and/or reading.
- Increasing the teaching skills of teachers (and highly qualified paraprofessionals and principals when appropriate) in the core subject areas of mathematics and/or reading.
- Increasing the instructional leadership skills of principals (and teachers and highly qualified paraprofessionals when appropriate) to help them work more effectively with teachers and highly qualified paraprofessionals to help students master the core subject areas of mathematics and/or reading.

Partnerships are encouraged to:

- Include professional development in computer-related technology to enhance instruction and student learning in the core subject areas of mathematics and/or reading.
- Integrate professional development in reading with other core subject areas.
- Provide professional development for building level teams that include teachers, highly qualified paraprofessionals, and principals.

NCLB requires the professional development activities to be based on scientifically based research. Proposals focusing on improving instruction, teaching skills, and/or instructional leadership skills in schools **not** participating in Focused Assistance, Reading First, and/or Reading Excellence are encouraged. Highly ranked proposals providing services to these schools will be given preference.

A total of about \$1 million is available to support these professional development activities. The average grant amount is expected to be approximately \$135,000 per project.

ELIGIBILITY, PARTNERSHIPS, AND PARTICIPATION

Grants will be awarded competitively to eligible partnerships and equitably distributed by geographic area within the state. An eligible partnership must include **at least**:

- 1) a public or private institution of higher education (IHE) and the division of the institution that prepares teachers and/or principals;
- 2) a division, school, or college of arts and sciences; and
- 3) a high-need school and/or district (local educational agency/LEA) identified as such by the Washington Office of the Superintendent of Public Instruction.

An IHE (college, university, community or technical college) is eligible to partner if:

- 1) it is regionally accredited by the Northwest Association of Schools and of Colleges and Universities;
- 2) it is chartered in Washington; and
- 3) it has its main campus in Washington.

An eligible partnership may also include additional LEAs, a private school, a public elementary or secondary school, a community or technical college, an educational service agency, a nonprofit educational organization, a nonprofit cultural organization, another accredited IHE, a division, school, or college of arts and science within that IHE, the division of that IHE that prepares teachers and principals, a teacher organization, or a business.

At a minimum, the partnership must reflect a joint effort between an IHE's department or college of education, the department of arts and sciences, and the partner school and/or district. This federal requirement is intended to ensure that the professional development activities integrate teaching skills with substantive content knowledge. The partnership joint effort can range from informal discussions about the project to sharing of administrative and instructional responsibilities. For example, it might involve one or more of the following collaborative arrangements:

- Each partner is made aware of the proposal and is given an opportunity to provide comment.
- Each partner participates in the planning of the project.
- Instructional staff members are drawn from each partner.
- Each partner plays a role in the evaluation of the project.

Members of the partnership are required to provide evidence that the project was collaboratively developed to meet the specific needs of the partner school and/or district and enter into a partnership agreement. They are also required to provide opportunities for private K-12 school leaders, located within the LEA, to participate in the design of the project. To meet these requirements, a collaborative planning document and partnership agreement must be completed.

The fiscal agent for the partnership must be the IHE. No single partnership participant may use more than 50 percent of the funds awarded to the partnership. Funds for the partnerships are to be used to plan and provide professional development that is designed to meet the specific needs of the partner K-12 school and be offered from April 1, 2003 through June 30, 2004.

PROJECT DESIGN

Projects should be designed to:

- Support LEA plans for the improvement of education for all students and reflect Washington's Essential Academic Learning Requirements and, where appropriate, national content area standards and the new state standards for principals;
- Contribute to long-term sustainable growth and reform;
- Set effective, proven directions for professional development in schools, recognizing that teachers, highly qualified paraprofessionals, and principals will not be able to meet the goals of reform without strong support;
- Support teams of teachers, highly qualified paraprofessionals, and principals who will work together throughout the year;

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Professional Development Partnership Grant Program

- Be content rich, model standards-based curricula and instructional and assessment practices in keeping with state and national standards and research, and broaden and deepen the subject matter knowledge of the participants;
- Equip participants with the knowledge and skills to improve the performance of all students; and
- Measure the success of the project in meeting its stated goals and objectives.

Each project is expected to serve a minimum of 20 participants and provide at least 60 contact hours of instruction. Each project is also required to invite K-12 private school personnel in the selected LEA to participate in the professional development activities.

APPLICATION PROCEDURES

To apply for funds, the IHE must submit a complete proposal using the following format. There is no limit on the number of proposals an institution may submit.

1. Cover Page: **Appendix A**
2. Project Abstract: **Appendix B**
3. Joint Effort Document: **Appendix C**
4. Collaborative Planning Document: **Appendix D**
5. Partnership Agreement: **Appendix E**
6. Budget and Instructions for Budget Justification: **Appendix F**
7. Statement of Assurances: **Appendix G**
8. Program narrative not to exceed ten (10) numbered pages with a 12-point font.
The narrative should address each of the following topics.

Alignment with Systemic Federal, State, and Local Reform Efforts (10 Points)

- Explain how the project is aligned with federal, state and local educational reform efforts and scientifically based research on what works, and how it will support state programs or priorities.
- Describe how the subject content, knowledge, and skills to be covered during the project support federal, state, and local educational reform standards and research on what works, and Washington's Essential Academic Learning Requirements.
- Describe how the project will set effective, proven directions for professional development in schools.
- Identify other existing professional development activities associated with the partner school and/or district and discuss how the proposed project will be coordinated with those activities and support school team efforts and the school improvement plan.

Demonstrated Need (15 points)

- Document the need for the project in both quantitative and qualitative terms. Include data on: 1) the number of teachers who do not meet the “highly qualified” criteria; and 2) how the school and/or district qualifies as “high-need.”
- Indicate how the needs were determined and who was involved in the planning and development of the project.
- Describe how the project addresses the needs of teachers, highly qualified paraprofessionals, and/or principals to be competent in serving underrepresented, underserved, gifted and talented students.
- Explain how the project will benefit private school teachers, highly qualified paraprofessionals, and/or principals in the LEA geographic area to be served.

Goals and Measurable Objectives (20 points)

- List the primary goals and objectives of the project. The objectives should be specific, achievable, and measurable. (Please limit proposal to 3-5 objectives.)
- Discuss how the objectives are linked to the needs described above and to other Washington State goals or initiatives such as Washington’s Reading and Math Corps, the Essential Academic Learning Requirements, or national standards, objectives, or initiatives.

Activities (20 points)

- Describe the project activities and explain how they fulfill the project’s goals and objectives.
- Provide an activity schedule identifying the duration of activities to be carried out between April 1, 2003 and June 30, 2004, including the number of contact hours and academic year follow-up with program participants. A minimum of 20 participants, 60 contact hours of instruction, and a set of performances identified and completed for each participant are required. Follow-up activities must ensure that project participants apply the knowledge and skills learned in their classrooms and demonstrate increased competence at the conclusion of the project.
- Provide documentation demonstrating that the proposed activities are based upon a review of scientifically based research and are reflective of effective professional development.

Resources and Computer-related Technology (10 points)

- Provide an inventory of faculty and other staff who will be involved in the project, and describe their qualifications and specific project assignments.
- Describe other resources (facilities, computer-related technology, equipment, references, etc.) that will support the project and explain how program participants will have access to them.

Evaluation Plan (10 points)

- Outline the evaluation plan to conduct formative and summative evaluation of the project. (Keep in mind that NCLB requires all professional development provided with grant funds to advance teacher understanding of effective instructional strategies based on scientifically based research.) Describe the procedures to be used to gather quantitative and qualitative data used both to determine the way in which the project would be implemented and to evaluate the effectiveness of the project in achieving its stated goals and objectives. Grantees are encouraged to discuss the link, both in the formative and summative phases, between the professional development provided and changes in participant knowledge, skills and practices, student performance, and school culture. (Please note that OSPI is developing an evaluation system for assessing the effectiveness of professional development in schools. Grantees are also encouraged to participate in this initiative, on a pilot basis, as it evolves.)

Budget and Cost Effectiveness (10 points)

- Provide a project budget summary and narrative justification of anticipated expenses. The narrative justification should explain how project costs in each budget category were derived and how those costs are related to the project.
- Indirect costs should represent no more than 8 percent of the project budget request. Consultant fees may not exceed \$350 per day in addition to costs for travel, food, and lodging. Costs for capital, equipment, and full classroom sets of materials are not permitted
- Participants may receive up to \$15 per hour stipend for professional development participation occurring outside the school day. (The amount of the total stipend may be supplemented by funds from other sources.) Participants may also receive reimbursements for travel, food, and lodging for professional development participation.

Dissemination (5 points)

- Explain how information about the project will be shared with other teachers, highly qualified paraprofessionals, and principals within the partnership school and district.
- Explain how project outcomes will be made available on a statewide basis.

PROPOSAL REVIEW PROCEDURES

All proposals will be evaluated by a review panel composed of peer educators and stakeholder groups possessing expertise in mathematics, reading, instructional leadership, curriculum and instruction, and professional development. Their recommendations will be strongly considered and will form the basis for negotiations and final selections. The executive director of the HECB will make the final decision on grant awards on behalf of the HECB. Proposals will be rank ordered according to the score assigned by the review panel and recommended for funding based on the following evaluation criteria.

PROPOSAL EVALUATION CRITERIA

The proposal review panel will evaluate proposals according to the following quantitative and qualitative criteria. As stipulated in NCLB, selection criteria must also include geographical location to maximize the inclusion of all portions of the state in the partnership projects. Those proposals earning the highest scores will be considered for funding.

Proposal Evaluation Criteria

	Topics of Proposal Evaluated	Points/Rating
Quantitative Evaluation	Alignment with systemic reform/research efforts	10
	Demonstrated need	15
	Goals and measurable objectives	20
	Activities	20
	Resources and computer-related technology	10
	Evaluation plan	10
	Budget and cost effectiveness	10
	Dissemination	5
Qualitative Evaluation	Rate the effectiveness of the proposal in presenting a professional development program that will be sufficiently sustained and of high enough quality to have a long-term positive impact on teachers, highly qualified paraprofessionals, principals, and students performance.	High Above Average Average Low
	Considering the project's potential for improving mathematics or reading instruction or instructional leadership skills, rate the overall importance of funding this proposal.	High Above Average Average Low

PROPOSAL SUBMISSION

Applicants must submit an **original and four copies** of the full proposal to HECB. The original must include an original signature of the authorized institutional official on the cover page. Fax and email transmissions **are not acceptable**.

To be considered for funding, proposals must be **received at the HECB office by 5:00 p.m. on Wednesday, February 12, 2003**. Incomplete applications will not be considered. Proposals should be mailed or delivered to:

Elaine Jones, Associate Director
Washington Higher Education Coordinating Board
917 Lakeridge Way / PO Box 43430
Olympia, WA 98504-3430

Requests for clarification or for assistance in preparing and submitting proposals should be directed to Elaine Jones at elainej@hecb.wa.gov or 360.753.7823 or Becki Collins at beckic@hecb.wa.gov or 360.753.7872.

ANNOUNCEMENT OF GRANT AWARDS

It is anticipated that awards will be announced in mid-March 2003, and are subject to the availability of federal funds. To maximize the limited funds available, applicants whose grants are recommended at less than the amount requested may be asked to revise the project budget and/or scope of work. Decisions regarding the relative merit of competing proposals are considered final, in accord with Federal Register Vol. 54, No. 153, Subpart B, Section 208.11 (b) (3) (ii) (B), Rules and Regulations. An institution or partnership with a grievance regarding the awards for 2002-2004 must make its intent to appeal known to the HECB within 14 days of the announcement of awards. Further information concerning the appeals process is available at the HECB office.

GRANT ADMINISTRATION REGULATIONS

Contracts and Payments

Every institution or partnership awarded funds from the HECB higher education partnership grant program is required to enter into an agreement or a contract with the HECB. This contract binds the project directors and their institutions or partnerships to follow project administration regulations.

The grant recipient is required to maintain detailed records of expenditures made for the project. At the end of each fiscal quarter the grant recipient will send the HECB a request for reimbursement of documented expenses. Expenditures that exceed budgeted amounts in any category by 10 percent or more must have gained prior written approval by the HECB staff member responsible for administering the HECB higher education partnership grant program.

Monitoring Visits

The HECB will make one or more monitoring visits during the professional development instructional program.

Reporting Requirements

The preliminary report is due on October 15, 2003. The forms will be made available on the HECB Web site. Project directors are expected to collect the following participant data. They are also expected to provide a preliminary evaluation of the project's implementation to include:

- Name of participant, school, and school district;
- Teachers and highly qualified paraprofessionals grade level and subject taught;
- Principals assigned building level;
- Teachers licensure status;
- Highest degree earned by teachers, highly qualified paraprofessionals, and principals;
- Number of students in the teacher's classroom(s);

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- Number of teachers and students in principal's building(s);
- Number of teachers, highly qualified paraprofessionals, or principals from underserved or underrepresented groups; and
- Poverty level of school.

The final report is due on October 15, 2004. This 5-10 page report should document the effectiveness of the project. It should include the following:

- The project activities and a discussion about the extent to which they were accomplished;
- The degree of success in achieving the project objectives;
- Participant data, as required in the preliminary report; and
- A one-page summary describing the intent of the project and outcomes.

Grantees are encouraged to share data documenting: 1) gains in knowledge and skills of teachers, highly qualified paraprofessionals, and/or principals resulting from their participation in the project; and 2) gains in student achievement attributed to the project. Grantees are also encouraged to share data, on a pilot basis, relevant to OSPI's evaluation system for assessing the effectiveness of professional development in schools. **Please note that additional information may be required by the U.S. Department of Education.**

Attribution

Program advertisement brochures, written materials distributed to participants, media announcements, and all other disseminated materials must bear the following acknowledgement: *"Funds for this project were provided by a grant from the federal No Child Left Behind Act of 2001, Title II, Part A, Subpart 3 Washington State Higher Education Professional Development Grant Program administered by the Washington Higher Education Coordinating Board."*

Copyrights and Patents

Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities, shall be governed by applicable federal and state regulations and local institutional/organizational policies.

DEFINITIONS

The following definitions are based on the definitions included in the *No Child Left Behind Act of 2001, Title IX-General Provisions, Part A-Definitions*.

Systemic Educational Reform: This term means change, which is coherent, integral, articulated, and based on research showing evidence of what works.

Core Academic Subjects: The term "core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, or geography.

Eligible Partnership: This term includes a private or public institution of higher education and the division of the institution that prepares teachers and principals; a school of arts and sciences; and a high-need local educational agency. It may include another LEA, a private school, a public elementary or secondary school, a community or technical college, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

High-Need School District: Such a school district either serves no fewer than 10,000 children from families with incomes below the poverty line or has no less than 20 percent of the children served by the district from families with incomes below the poverty line and has either a high percentage of teachers who are not teaching in the academic subjects or grade levels in which they were trained to teach or has a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Low-Performing School: The term “low-performing school” means an elementary school or secondary school that is identified as needing improvement for failing to make adequate yearly progress in enabling all students to meet academic achievement standards as defined in the state’s own plan for two consecutive years.

Highly Qualified Paraprofessional: The term “highly qualified paraprofessional” means a paraprofessional who has not less than 2 years of experience in a classroom and postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.

Highly Qualified Teacher: The term “highly qualified teacher” means the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis. The teacher has obtained full state certification as a teacher or passed the state teacher licensing examination and holds a license to teach in such state.

High Quality Professional Development: The term “high quality professional development” means instructional activities that

- 1) are based on scientifically based research and state academic content standards, student academic achievement standards and assessment;
- 2) improve and increase teachers’ knowledge of the academic subjects they teach;
- 3) enable teachers to become highly qualified; and
- 4) are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom.

Out-of-Field Teacher: This term defines a teacher who is teaching an academic subject or at a grade level for which the teacher is not highly qualified.

Paraprofessional: A “paraprofessional” is an individual who assists and supports instruction under the direction of certified staff. Individuals who work solely in non-instructional roles such as food service, cafeteria, playground, supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals.

Principal: The term “principal” also includes an assistant principal.

Scientifically based Research: The term “scientifically based research”

- 1) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- 2) includes research that
 - employs systematic, empirical methods that draw on observation or experiment;
 - involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
 - is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;
 - ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at minimum, to offer the opportunity to build systematically on their findings; and
 - has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Standards-based Curriculum: This term implies that

- 1) expectations for learning are high for all students and developmentally appropriate standards guide all classroom decisions;
- 2) the focus is always on student learning;
- 3) effective instructional and assessment practices result in higher levels of achievement for all students; and
- 4) assessment outcomes are used to inform the teacher about the effectiveness of curricular and instructional decisions.

APPENDIX A
Proposal Cover Page

Project Director: _____

Project Title: _____

Beginning Date: _____ Ending Date: _____

Number of Participants: _____ Teachers: _____ Others (Identify): _____

Proposal Funds Requested: \$ _____

Institution of Higher Education: _____

Address: _____

Work # () _____

Fax # () _____

Email: _____

Signatures by Authorizing Officials:

Academic Vice President: _____
(Signature) (Date)

Dean or Department Chair: _____
(Signature) (Date)

Chief Executive Office for
Nonprofit (if applicable): _____
(Signature) (Date)

APPENDIX B
Program Abstract

Project Title: _____

Institution of Higher Education: _____

Target Population: _____

Objectives:

1. _____
2. _____
3. _____
4. _____
5. _____

Program Delivery Methods:

Anticipated Outcomes:

Program Contact Hours: _____ Per Participant

Credit Hours: _____ Per Participant
Grad. Qtr. Grad. Sem. Ug. Qtr. Ug. Sem. Other Not Provided

APPENDIX C
Joint Effort Document

At a minimum, the proposal must reflect a joint effort between a K-12 school, division, school, or college of education, and a division, school, or college of arts and sciences. This new federal requirement is intended to ensure that the Washington State Higher Education Professional Development Partnership Grant projects integrate needed teaching skills with substantive content knowledge.

Joint effort can take a number of forms, ranging from informal discussion about the project, to full sharing of administrative and instructional responsibilities. For example, it might involve one or more of the following:

- ♦ Each partner is made aware of the proposal and is given an opportunity to provide comments.
- ♦ Each partner participates in the planning of the project.
- ♦ Instructional staff members are drawn from each partner.
- ♦ Each partner plays a role in the evaluation of the project.

Statement of Joint Effort:

The institution of higher education hereby provides assurances that this proposal reflects a joint effort between a K-12 school/school district, a division, school, or college of education, and a division, school, or college of arts and sciences. (If more partners are involved, please provide signatures, titles, and names of representatives of the partners on a separate sheet using the format below.)

Representative of the Public K-12 School or School District:

Signature: _____ Printed Name: _____

Title: _____ Date: _____

Department: _____

Representatives of the Division/School/College of Education:

Signature: _____ Printed Name: _____

Title: _____ Date: _____

Department: _____

Representatives of the Division/School/College of Arts and Sciences:

Signature: _____ Printed Name: _____

Title: _____ Date: _____

Department: _____

APPENDIX D
Page 1 of 2
Collaborative Planning Document

The history and nature of the planning process for the proposed project are to be described in the narrative. The purpose of this document is to confirm that the proposal was developed with the active involvement of personnel from the collaborating local school districts(s).

Proposal Title: _____

Director(s): _____

Institution of Higher Education: _____

Partnership Members: _____

Planning Meetings: (Additional meetings may be listed on a separate sheet.)

Date: _____

Location: _____

Agenda: _____

Participants: _____

Date: _____

Location: _____

Agenda: _____

Participants: _____

Date: _____

Location: _____

Agenda: _____

Participants: _____

Signatures of Participating Teachers, Highly Qualified Paraprofessionals, Principals, Others

My Signature below confirms that I have been an active participant in the proposal planning meeting(s):

Printed Name: _____ Signature: _____

School District: _____ Title: _____ Date: _____

Printed Name: _____ Signature: _____

School District: _____ Title: _____ Date: _____

Printed Name: _____ Signature: _____

School District: _____ Title: _____ Date: _____

Printed Name: _____ Signature: _____

School District: _____ Title: _____ Date: _____

Printed Name: _____ Signature: _____

School District: _____ Title: _____ Date: _____

Printed Name: _____ Signature: _____

Organization: _____ Title: _____ Date: _____

Printed Name: _____ Signature: _____

Organization: _____ Title: _____ Date: _____

Printed Name: _____ Signature: _____

Organization: _____ Title: _____ Date: _____

Printed Name: _____ Signature: _____

Organization: _____ Title: _____ Date: _____

APPENDIX E
Partnership Agreement

Briefly describe the nature of the partnership developed for project implementation. Discuss how the proposed activities will be developed collaboratively based on input from the participants.

The following representatives from institutions of higher education, school districts, schools, and/or nonprofit organizations constitute the partnership for proposal submission.

<hr/> Typed Name, Title, Organization	<hr/> Signature	<hr/> Date
<hr/> Typed Name, Title, Organization	<hr/> Signature	<hr/> Date
<hr/> Typed Name, Title, Organization	<hr/> Signature	<hr/> Date
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Washington State Higher Education
Professional Development Partnership Grant Program

APPENDIX F
Page 1 of 2
Budget

Institution of Higher Education	Project Director
Title of Project	Financial/Budget Office Contact

	Proposed Grant	For Agency Use Only
1. PERSONNEL (List separately with name and title)		
Key Personnel Salaries (Faculty, administration)		
A. Salaries		
1.		
2.		
3.		
4.		
B. Fringe benefits (%)		
Support Personnel (Clerical, grad. assistants)		
A. Salaries		
1.		
2.		
3.		
4.		
B. Fringe benefits (%)		
TOTAL PERSONNEL COSTS		
2. PARTICIPANT COSTS (Tuition, Stipends, Books, Travel, etc.)		
A. Tuition		
B. Stipends		
C. Books		
D. Materials		
E. Travel		
F. Room and Board		
G. Other		
TOTAL PARTICIPANT COSTS		
3. OTHER TRAVEL (Provide narrative detail)		
A.		
B.		
4. SUPPLIES (Provide narrative detail)		
A.		
B.		
5. EQUIPMENT RENTAL (Provide narrative detail)		
A.		
B.		
6. CONTRACTUAL (Consultants, other subcontracts) (Provide narrative detail)		
A.		
B.		
7. OTHER (Provide narrative detail)		
A.		
B.		
C.		
8. TOTAL DIRECT COSTS (Sum of Items 1-7)		
9. INDIRECT COSTS (@ 8%) (Sum of Item 8)		
10. TOTAL COSTS (Sum of Items 8 and 9)		

The budget justification is an attachment to the budget. It should include calculations and a concise explanation of each budget item.

Personnel Costs

Explain how the salary amount for each person was derived:

- a) Provide a calculation of the expected real-time contribution of the person to the project.
- b) Indicate the salary the person receives as a function of his/her regular appointment. Salaries cannot be drawn at a rate higher than that which the individual would normally receive.

Additional Personnel Costs

As above, explain how the salary amount for each person was derived.

Participant Costs

All items must be listed individually, with per-item cost information. Books and materials are limited to those which will actually be needed during the project. It is expected that materials will be purchased as inexpensively as possible and that reasonable effort will be made to obtain materials as an in-kind donation from business or industry whenever possible. This program is specifically prohibited from buying full classroom sets of materials for participants. School districts are encouraged to provide materials need for classroom implementation.

Participants may receive stipends for professional development participation during summer activities as well as academic-year workshops. The stipend is based on up to \$15.00 per hour for professional development participation occurring outside the school day. Participants may not receive any stipend for academic-year workshops for which substitute teacher pay has been provided, or for a day their school or district normally pays them. Schools and districts may supply additional stipends to participants as matching funds, as part of their commitment to the success of educators and students.

If the grant is to pay participant travel, and room and board to the workshop, reimbursement is allowed in accordance with Washington State rules and regulations.

Additional Costs

Capital equipment purchases are not permitted. All other materials purchased are expected to become the property of the participant, rather than being retained by the institution. **Consultant fees** may not exceed \$350 per day in addition to any reimbursement for travel, food, and lodging. Instructors and peer teachers, if used, are not considered to be consultants; they should be listed as personnel. **Necessary travel for project personnel** to conduct project activities may be listed. No other travel expenses are allowed.

APPENDIX G
Statement of Assurances

The institution of higher education hereby provides assurances to the Washington Higher Education Coordinating Board that if a grant is received under the terms of the Washington State Higher Education Professional Development Partnership Grant Program, it will:

1. Conduct the professional development as described in this Request for Proposals;
2. Comply with requirements to audit the grant-funded program in accordance with the Federal Office of Management and Budget (OMB) A-133, and supply the Washington Higher Education Coordinating Board with a copy of the audit report for each fiscal year in which those grant funds were expended within 60 days of the completion of the audit;
3. Comply with Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicapped), Title IX of the Education Amendments of 1972 (gender equity), and the Age Discrimination Act of 1975;
4. Keep all records necessary for fiscal and program auditing and give the Washington Higher Education Coordinating Board, the United States Department of Education or the State Auditor through any authorized representatives access to and the right to examine all records, books, papers, or documents related to the grant;
5. Retain all fiscal records for a period of five years;
6. Comply with all provisions of the Title II, Part A No Child Left Behind Act as they pertain to higher education institutions under the State Higher Education Professional Development Partnership Grant Program;
7. Comply with the administrative procedures of the Washington Higher Education Coordinating Board and the United State Department of Education's General Administrative Regulations;
8. Target for program recruitment, educators from schools with high need for assistance;
9. Take advantage of opportunities to provide greater access to mathematics and reading disciplines and instructional leadership training for historically underrepresented groups; and
10. Ensure equitable participation of personnel from private nonpublic schools to the extent feasible.
11. In addition, according to the instructions in EDGAR, Part A, Appendix B, the institution of higher education and its partners certify, by submission of this proposal, that none of the partners nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency. If the institution of higher education and its partners are unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Institution of Higher Education

Name

Title

Signature

Date